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Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Clara Calderon

Start Date for this Principal: 8/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: C (44%)</p> <p>2017-18: C (48%)</p> <p>2016-17: C (41%)</p> <p>2015-16: C (42%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To provide educational excellence that prepares students to be college and career ready.

Provide the school's vision statement

Through shared experiences, we are committed to achieving excellence by developing a sense of community among students, faculty and parents. All will engage in supporting the school mission through school-wide initiatives and high expectations.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Calderon, Clara	Principal	<p>As Principal, Ms. Clara Calderon's focus is on student achievement and ensuring social emotional learning is integral to the school culture. Through strategic delegation of responsibilities, each Assistant Principal (Marina Montesino, Dan Boddison, Paul Ruby, and Westley Bailey) is assigned an instructional content area team to monitor professional learning, collaborative planning and track student progress.</p> <p>In sharing the responsibility for attending designated weekly team professional learning communities (PLC) meetings, Assistant Principals ensure instructional staff follow standard based and data-driven lesson plans while meeting school-wide goals. Each is delegated to review lesson plans according to the district and school's expectations of providing rigorous and differentiated instructions.</p> <p>In tracking students, the Principal and Assistant Principals are in constant communication with school counselors department chair (Dr. Kelli Gamez), instructional support specialist (April Goodnight), instructional staff for Migrant students (Bobby Gonzalez), instructional coaches for ELA (Maria Benedict and Lyn Saunders), Science (Kathleen Rayn), and Math (Vanessa Rodriguez) to address concerns about students meeting grade level expectations and share on the decision making for interventions and remediation.</p> <p>Principals and Assistant Principals are responsible for monitoring all students' grades, discipline record, graduation requirements, and provide overall instructional direction. Shared responsibility for evaluating instructional staff using the Marzano Instructional Framework/CTEM and non-instructional evaluation are also part of the administrative team duties.</p> <p>The Leadership Team focuses meetings around one premise: develop and maintain a problem-solving model to bring out the best in our school, our teachers, and in our students.</p> <p>The team meets weekly to engage in the following activities: Review formative data and utilize results in making instructional decisions; review common formative data at each grade level and content area to identify students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources to support instructional staff. The team will also collaborate regularly, problem solve, share effective practices, and evaluate implementation.</p> <p>The leadership team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (Instructional Leaders) throughout the building to assist with attainment of school-wide goals</p>

Name	Title	Job Duties and Responsibilities
Montesino, Marina	Assistant Principal	
Ruby, Paul	Assistant Principal	
Boddison, Daniel	Assistant Principal	
Bailey, Westley	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	565	456	469	435	1925
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	101	90	118	84	393
One or more suspensions	0	0	0	0	0	0	0	0	0	0	97	101	113	48	359
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	158	133	147	88	526
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	261	246	254	168	929

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	143	138	159	73	513

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	18	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	11	5	10	6	32

FTE units allocated to school (total number of teacher units)

102

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	77	81	72	304
One or more suspensions	0	0	0	0	0	0	0	0	0	114	75	19	62	270
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	160	143	71	0	374
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	174	249	203	115	741

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	83	90	84	42	299

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	77	81	72	304
One or more suspensions	0	0	0	0	0	0	0	0	0	114	75	19	62	270
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	160	143	71	0	374
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	174	249	203	115	741

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	83	90	84	42	299

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	59%	56%	35%	62%	56%
ELA Learning Gains	36%	52%	51%	42%	57%	53%
ELA Lowest 25th Percentile	31%	41%	42%	30%	46%	44%
Math Achievement	28%	58%	51%	40%	63%	51%
Math Learning Gains	32%	44%	48%	44%	56%	48%
Math Lowest 25th Percentile	39%	46%	45%	41%	50%	45%
Science Achievement	42%	72%	68%	44%	70%	67%
Social Studies Achievement	59%	76%	73%	56%	76%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	565 (0)	456 (0)	469 (0)	435 (0)	1925 (0)
Attendance below 90 percent	101 (74)	90 (77)	118 (81)	84 (72)	393 (304)
One or more suspensions	97 (114)	101 (75)	113 (19)	48 (62)	359 (270)
Course failure in ELA or Math	158 (160)	133 (143)	147 (71)	88 (0)	526 (374)
Level 1 on statewide assessment	261 (174)	246 (249)	254 (203)	168 (115)	929 (741)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	31%	56%	-25%	55%	-24%
	2018	31%	56%	-25%	53%	-22%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	27%	53%	-26%	53%	-26%
	2018	35%	59%	-24%	53%	-18%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	68%	-28%	67%	-27%
2018	43%	72%	-29%	65%	-22%
Compare		-3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	72%	-10%	70%	-8%
2018	55%	72%	-17%	68%	-13%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	67%	-46%	61%	-40%
2018	23%	67%	-44%	62%	-39%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	59%	-28%	57%	-26%
2018	53%	67%	-14%	56%	-3%
Compare		-22%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	26	23	9	29	36	15	23		85	15
ELL	6	33	35	15	29	33	12	20		89	37
BLK	27	36	33	21	24	33	28	51		96	38
HSP	32	36	30	29	34	41	44	61		93	54
WHT				20							
FRL	31	36	30	28	32	40	42	59		93	51

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	23	24	15	25	28	20	25		69	21
ELL	2	31	29	18	37	38	25	22		80	39
BLK	29	42	37	36	44	32	39	49		89	43
HSP	36	42	28	41	44	44	46	57		91	60
WHT	44	44		23	30					94	60
FRL	34	42	30	40	44	42	44	56		91	55

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our lowest performing data component was in math with 28% proficiency (Alg 21% vs 23% / Geometry 31% vs 53%).

Factors that contributed to the decline in school year 2019 includes high number of low level 1 students and a decrease in levels 3, 4 & 5 in Algebra. Likewise in Geometry including first year teachers unfamiliarity with curriculum, scheduling implementation and not using instructional digital support with fidelity to differentiate instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data component that showed the greatest decline from the prior year was math. It decrease from 40% proficiency to 28% proficiency resulting in a 12% drop (Alg 21% /Geometry 31%) In addition, math gains decreased from 44% to 32% resulting in a 12% drop.

Factors that contributed to the decline in school year 2019 includes first year teachers unfamiliarity with curriculum, struggles with classroom management, schedule implementation, and not using instructional digital support with fidelity to differentiate instruction.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component with the greatest gap when compared to the state average was Algebra 1 with 21% proficiency level vs State 61% proficiency level resulting in a 40% gap. Standard based instruction

Factors that contributed to the decline in school year 2019 includes first year teachers unfamiliarity with curriculum, struggles with classroom management, schedule implementation, and not using instructional digital support with fidelity to differentiate instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

U.S. History demonstrated the most improvement with 62% SY19 vs 55% SY18 showing proficiency with a 7% increase in achievement..

Actions attributed to this increase were teachers collaborating and standard based lesson planing during PLC's. The use of Gateway Supplemental resource first semester, PrepWorks EOC based questions as bell ringers, and USATest Prep online program to review second semester reinforcing standard based instruction.

Factors that contributed to improvement, instructional staff increased use of literacy strategies to help with vocabulary and reading comprehension. In addition to the use of incentives to reward students as a department.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our area of concerns are the number of students with level 1 on statewide assessment and number of students with course failure in ELA and Math. The data indicates 9th grade to be the highest in both categories.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase small group instruction in ELA/Math/Biology
2. Focus on ensuring standard based instruction and grade appropriate assignments in ELA/Math/Biology courses
3. School wide implementation of writing strategies throughout all content areas
4. Ensure digital instructional support is used with fidelity in ELA/Math to differentiate instruction

5. Implement students tracking own progress in assessments, assignments, and grades in core classes on a weekly basis during ELA block.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency levels in ELA, Math (Algebra 1 & Geometry), Biology, US History, and ESSA subgroups (White/Black/ELL/SWD).
Rationale	In order to support increasing student achievement levels, targeted evidence-based strategies in content area vocabulary, writing, reading comprehension and standard based math skills will help support student achievement.
State the measureable outcome the school plans to achieve	By the end of school year 2020, achievement levels in ELA, Math, Biology, US History, and ESSA subgroups will increase by 3% as measured by state assessments and Federal Index.
Person responsible for monitoring outcome	Clara Calderon (caldercl@collierschools.com)
Evidence-based Strategy	<p>Standard based instruction Monitor Grade Appropriate Assignments Small group instruction Writing across curriculum Use of ALEKS online digital support in Algebra 1 and Geometry to differentiate for each student Use of Read 180 online digital support in ELA to differentiate for each student Use of USATest Prep in US History and Biology as a common formative assessment Academic goal tracking for all students</p>
Rationale for Evidence-based Strategy	<p>Standard based small group instruction is known to be effective as it focuses on what the students need to demonstrate achievement. Utilizing writing across curriculum increases critical thinking as students must use content knowledge to be able to summarize what was learned. Through the use of technology (ALEKS/READ 180/USATest Prep) we provide individualize instruction to meet the needs of each student. When students track their own progress on assessments, assignments, and grades, research indicates they have higher gains in their achievement. (Fuchs & Fuchs).</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators monitoring grade appropriate assignments 2. Administrators monitoring standard based instruction through review of weekly lesson plans and observations 3. Administrators assigned to collaborative planning team 4. Professional development for all teachers in writing strategies 5. Professional development for all teacher on accessing learning gains and identifying lowest 25% students 6. Mini Professional development for teachers on how to support students tracking academic statistics 7. School-wide deliberate practice of Identifying Critical Content from standards 8. Coaches working with lowest 25% students through small group

push ins and pull outs

9. Monitoring and adjusting instruction based on READ 180 in ELA and ALEKS in Algebra 1 & Geometry, USATest Prep in US History.

10. Coaches will support new and struggling teachers at the beginning of the year, by planning coaching cycles, observations with feedback, and peer observations.

11. SWD students academic performance will be monitored quarterly by case managers and provide intervention.

12. ELL students academic performance will be monitored by ELL tutors and administrative team on a weekly basis and overseen by APC.

13. White & Black student subgroups will be monitored by administration, school counselors, and teacher to ensure interventions are implemented to support growth.

**Person
Responsible**

Daniel Boddison (boddisda@collierschools.com)

#2	
Title	Increase learning gains in ELA and Math (Algebra 1 and Geometry) Based on data results there was a decrease in learning gains in ELA and Math.
Rationale	To support increasing learning gains, targeted evidence-based strategies for content area vocabulary, writing, reading comprehension and standard based math skills support will be implemented and monitored throughout the school year.
State the measureable outcome the school plans to achieve	By the end of school year 2020, learning gains in ELA and Math will increase by 3% as measured by state assessments.
Person responsible for monitoring outcome	Clara Calderon (caldercl@collierschools.com)
Evidence-based Strategy	Standard based instruction Monitor Grade Appropriate Assignments Small group instruction Writing across curriculum Use of ALEKS online digital support in Algebra 1 and Geometry to differentiate for each student Use of Read 180 online digital support in ELA to differentiate for each student Academic goal tracking for all students
Rationale for Evidence-based Strategy	Standard based small group instruction is known to be effective as it focuses on what the students need to demonstrate achievement. Utilizing writing across curriculum increases critical thinking as students must use content knowledge to be able to summarize what was learned. Through the use of technology (ALEKS/READ 180) we provide individualization to meet the needs of the students. When students track their own progress on assessments, assignments, and grades, research indicates they have higher gains in their achievement. (Fuchs & Fuchs).
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrators monitoring grade appropriate assignments 2. Administrators monitoring standard based instruction through review of weekly lesson plans and observations. 3. Administrators assigned to collaborative planning team 4. Professional development for all teachers in writing strategies 5. Professional development for all teacher on accessing learning gains and identifying lowest 25% students 6. Mini Professional development for teachers on how to support students tracking academic statistics 7. School-wide deliberate practice of Identifying Critical Content from standards 8. Coaches working with lowest 25% students through small group push ins and pull outs

9. Monitoring and adjusting instruction based on READ 180 in ELA and ALEKS in Algebra 1 & Geometry
10. Coaches will support new and struggling teachers at the beginning of the year, by planning coaching cycles, observations with feedback, and peer observations.
11. SWD students academic performance will be monitored quarterly by case managers and provide intervention.
12. ELL students academic performance will be monitored by ELL tutors and administrative team on a weekly basis and overseen by APC.
13. White & Black student subgroups will be monitored by administration, school counselors, and teacher to ensure interventions are implemented to support growth.

Person Responsible

Marina Montesino (montem6@collierschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Immokalee High School is a school with long established ties to the community. Organizations and volunteers have been in place for many years. The partnership consists of parent support for student athletics events, student clubs, and community service programs.

The school builds and sustains partnerships with the following community based programs: The Immokalee Foundation (TIF) mentoring students through Take Stock for Kids Program, One by One Leadership and mentoring at risk students, Guadalupe Center mentoring program, and Six Year From Now (6YFN) enrichment and after-school program, Miracle University developing high school students to become mentors to elementary and middle school students of Immokalee. All working together to impact student achievement.

Local colleges and universities provide interns throughout the school year which helps increase IHS

instructional resources to support the school and student achievement. IHS lends its campus and students to volunteer in social service programs that service the community partner events.

Communication is key to increase parent involvement. Through flyers (in English, Spanish, and Creole), handouts (in English, Spanish, and Creole), website, Facebook, Twitter, student email, marquee and automatic phone messaging (in English, Spanish, and Creole), parents receive information about School Advisory Council (SAC) meetings, District Advisory meetings, Title I Annual program meeting, Open House, Upcoming assessments, College Readiness/Financial Aid Night, and educational parent workshops.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Immokalee High School (IHS) ensures students social-emotional needs are met through various levels of intervention.

During pre-service week, faculty is provided with a link to access training by DCF. Faculty and students are also presented with Bullying video information on a yearly basis. We actively incorporate Social Emotional Learning (SEL) with five areas to address the needs of students. We Dine Together fosters social awareness and friendships during lunchtime while Handle With Care focuses on student safety and well-being by alerting staff member of a student experiencing a traumatic event. Check in 30 / 60 day for new students focuses on a sense of belonging and builds connection with students and counselors through out the school year. A newly added Connection Coach tracks students with 10% or more absences and ensures a weekly connection to help support students with chronic absenteeism. Monthly principal-led SEL video focuses on competencies to encourage student resiliency. Panorama SEL Student Voice Survey administered once each semester helps administration gauge school climate from a student perspective and provides resources to help build school culture.

All students at IHS have access to an online comprehensive K-12 college and career readiness program that aligns student strengths/interests to post-secondary education. Through NAVIANCE in ELA classes, students navigate personal interests and choices in high school and beyond.

School counseling services are provided to students and parents utilizing staff and community resources. Counseling services include targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. School has a full time psychologist and a social service representative for the area.

To meet the needs of large student low Socio Economic Status (SES) and migrant

population, Title I funds have been set aside to provide supplemental instructional support and resources in core classrooms with certified teachers.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in-transition are monitored by school based leadership team and school counselors to ensure course placements and academics needs are met. For incoming 9th graders, collaboration takes place between Immokalee High School and Immokalee Middle School. IHS counselors schedule a visit to Immokalee Middle School to talk about course selection with each 8th grader.

An 8th grade assembly at IHS is scheduled to provide an overview of expectations and to explain the importance for returning course selection sheets. A PowerPoint with athletics and school clubs is presented to encourage involvement and participation. Additionally, A Curriculum Fair is also scheduled to further exposed incoming students/parents to academics/course information, academies, sports, and clubs in the evening. In addition, school counselors track incoming 8th grade students that have completed high school career and technical education courses to ensure qualifications are met for the Bright Futures Gold Seal program.

At IHS, 11th and 12th grade students continually meet with school counselors to review grades, GPA, and credits ensuring all are on track for graduation. Both juniors and seniors are exposed to local colleges/universities through various programs such as: Financial Aid Night and College Night.

Local representatives from neighboring colleges are invited to share and present information about their schools. Students are encouraged to participate in field-trips for on-campus experiences. On a yearly basis, senior and junior students meet with an administrator and review requirements for graduation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and

coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The leadership team at IHS continues to make connections with colleges and universities in order to provide the best education opportunity to its students. The community partnerships that the leadership team at IHS created has enabled students to create mentorships, provide scholarships, and other academic opportunities, that otherwise would not have been available to students.

Counselors meet regularly with students to review program of study for advanced college and career education program (CE) that is offered at the school. Counselors also provide information with respect to financial aid, and post secondary educational opportunities. Counselors specifically encouraged to work with CE students in the implementation of approved program of study, and familiarize students with articulations opportunities and other post-secondary programs that are related to high school career pathways.

Students are encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

Intervention Support Specialists assist teachers using the UNIQUE Transition Curriculum and the

Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

Part V: Budget

1	III.A.	Areas of Focus: Increase proficiency levels in ELA, Math (Algebra 1 & Geometry), Biology, US History, and ESSA subgroups (White/Black/ELL/SWD).				\$1,127,220.48
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.67	\$52,600.72
<i>Notes: Social Studies Resource Teacher</i>						
	5100	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$2,021.50
<i>Notes: Supplies / Gateway Books</i>						
	7800	790-Miscellaneous Expenses	0271 - Immokalee High School	Title, I Part A		\$7,000.00
<i>Notes: After school transportation</i>						
	5900	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A		\$13,081.03
<i>Notes: After school</i>						
	7300	160-Other Support Personnel	0271 - Immokalee High School	Title, I Part A		\$2,204.12
	7730	330-Travel	0271 - Immokalee High School	Title, I Part A		\$18,500.00
<i>Notes: National Every Student Succeed Act Conference Staff Development Travel - Admin Staff Development Travel - Admin Staff Development Travel - Admin Staff Development Travel - Admin Florida Association of School Administrators Staff Development Travel - Admin Staff Development Travel - Admin Staff Development Travel - Admin Staff Development Travel - Admin The Future of Education Technology Conference</i>						
	6400	330-Travel	0271 - Immokalee High School	Title, I Part A		\$6,500.00
<i>Notes: Staff Dev travel for teachers</i>						
	5100	644-Computer Hardware Non-Capitalized	0271 - Immokalee High School	Title, I Part A		\$44,367.00
<i>Notes: 76 laptops for classroom instruction</i>						
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0271 - Immokalee High School	Title, I Part A		\$1,898.61
<i>Notes: 3 Laptops carts</i>						
	5100	310-Professional and Technical Services	0271 - Immokalee High School	Title, I Part A		\$7,000.00
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part C	3.9	\$316,020.23
<i>Notes: Resource Teachers</i>						
	5900	390-Other Purchased Services	0271 - Immokalee High School	Title, I Part C		\$1,000.00
<i>Notes: Fingerprinting - Earn & Learn</i>						

	5900	750-Other Personal Services	0271 - Immokalee High School	Title, I Part C		\$15,080.13
			<i>Notes: Earn & Learn</i>			
	5100	150-Aides	0271 - Immokalee High School	Title, I Part C	2.5	\$110,012.17
			<i>Notes: 1.5 ELL Spanish Tutor & 1 Para ELL</i>			
	7800	790-Miscellaneous Expenses	0271 - Immokalee High School	Title, I Part C		\$2,000.00
			<i>Notes: Field trips - School Buses</i>			
	6150	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$1,500.00
			<i>Notes: Refreshements and supplies will be made available for parents during workshops/meeting</i>			
	6150	160-Other Support Personnel	0271 - Immokalee High School	Title, I Part A		\$700.00
			<i>Notes: Translation will be available (Spanish/Creole) during parent events</i>			
	6150	390-Other Purchased Services	0271 - Immokalee High School	Title, I Part A		\$451.00
			<i>Notes: Production and distribution of documents to promote family engagement at school events and communication with school</i>			
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	0271 - Immokalee High School	Title, I Part A		\$3,500.00
			<i>Notes: Translators devices to be used at parent meetings and events</i>			
	5100	150-Aides	0271 - Immokalee High School	Title, I Part A	4.5	\$169,911.84
			<i>Notes: 2.0 Creole Tutors & 2.50 Spanish tutors</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	2.0	\$152,479.69
			<i>Notes: 1 Reading Coach & 1 TSA Reading</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	1.0	\$82,402.48
			<i>Notes: TSA, Math Coach</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	1.0	\$69,804.02
			<i>Notes: TSA Science Coach</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.67	\$47,185.94
			<i>Notes: TSA, Social Studies Coach</i>			
2	III.A.	Areas of Focus: Increase learning gains in ELA and Math (Algebra 1 and Geometry)				\$0.00
					Total:	\$1,127,220.48